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ABSTRACT

By focusing on the accomplishments of the Colorado Right to Read Program, this report is presented with the intention of serving as a solution and/or stimulus for those searching for activities that will help them reach local educational goals and objectives. The various sections of the booklet contain the following: (1) a discussion of teacher inservice training, which includes a list of instructional techniques; (2) a description of factors motivating reading skills development; (3) a list of Right to Read activities that highlight reading; (4) suggestions for using writing to motivate reading; (5) a discussion of the importance of integrating communication skills into motivational activities; (6) an explanation of parent and community participation in education; (7) an explanation of how Right to Read has provided seed money to start projects, such as criterion referenced tests, curriculum guides, and staff development programs; and (8) a list of Right to Read directors in Colorado and college and university resource people. (EL)

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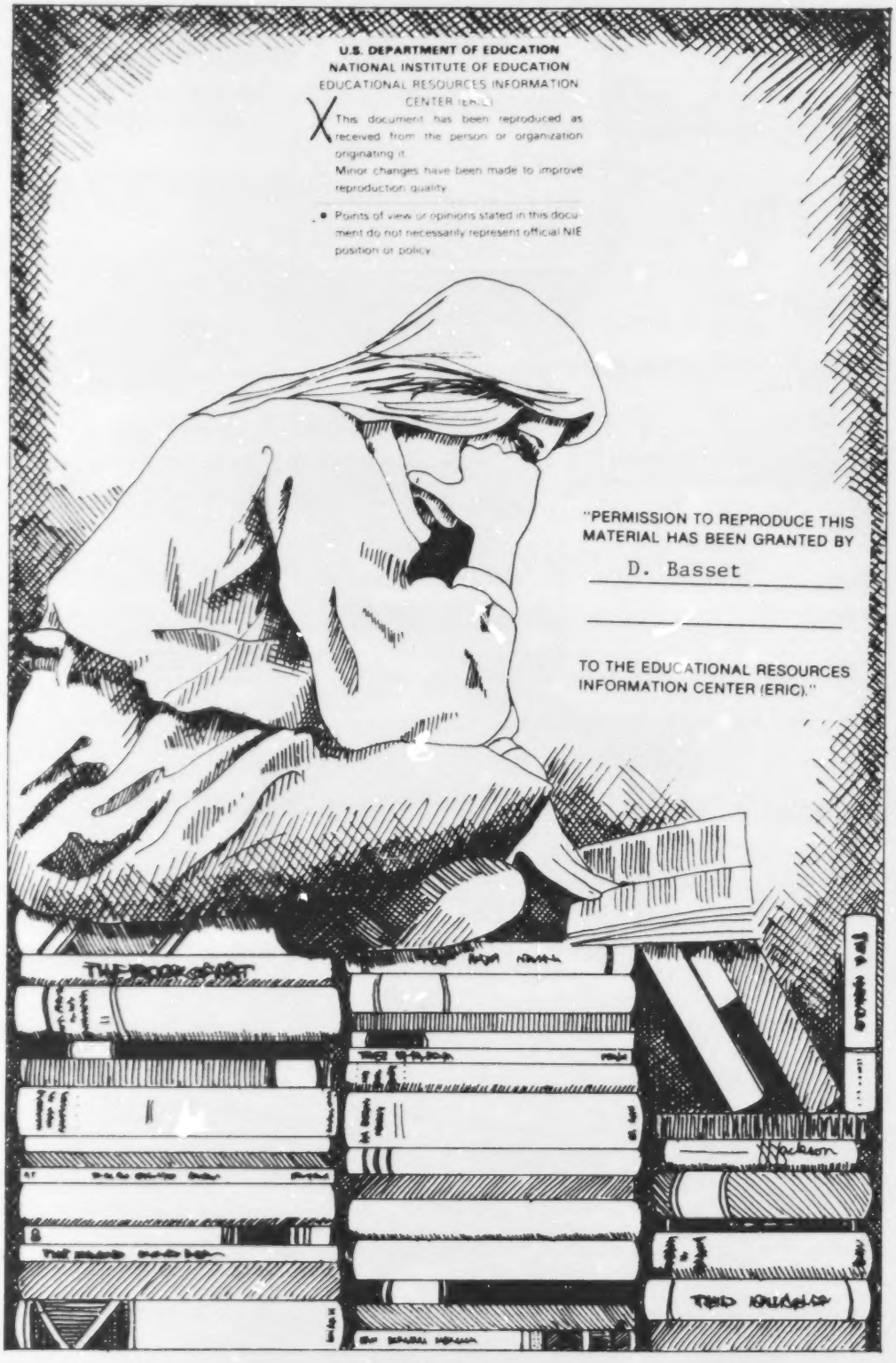
WHAT'S PAST IS PROLOGUE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INTRODUCTION

"WHAT'S PAST IS PROLOGUE"

William Shakespeare's quote seems an appropriate title for this book which seeks to capsulize a small portion of the accomplishments of the Colorado Department of Education Right to Read program. We hope that all who read it will use its contents to help build better programs for children, parents, teachers and administrators as we cooperatively work to improve education in our state and nation.

It seems appropriate to review some of the strengths of the program which grew out of the dream of the-then Commissioner of Education, James E. Allen, Jr., who proclaimed the decade of the 1970's as a time to make "the right to read — a reality for all" — so that "— no one shall be leaving our schools without the skill and the desire necessary to read to the full limits of his capability." In my opinion some of the positive postures which Right to Read has advocated include:

1) a broad approach to reading which goes far beyond narrow viewpoints such as phonics is **the** answer to reading problems — to a concept which says that the communication skills (reading, writing, speaking, listening) cannot and should not be separate and isolated in our educational programs because they are part and parcel of each other in real life situations and naturally dependent;

2) programs and teaching strategies must be keyed to the needs of the individual child; there is no one single program or approach that will succeed with all children because every child is unique;

3) systemic change through a comprehensive planning process which affects the entire educational system is necessary rather than the development of remedial programs for the failures which the system produces;

4) a cooperative approach to the solution of literacy problems within a state is necessary, involving local school districts, institutions of higher education, libraries, educational agencies and organizations and the private sector;

5) the teacher, as the single most important ingredient to such a solution at the local level, must have a strong voice and role in helping to bring about change at the building level.

Despite the many concerns which are voiced concerning Federal and/or state control over education, it is clear that both Federal and state educational programs will be as successful as local leadership, competence and citizen acceptance will allow. More than one Federal and/or state educational program has failed at the local level simply because there was not local control or support. The Right to Read effort has capitalized on these insights by developing local leadership and placing control and direction of the program at the local level. The few convincing examples cited in this booklet demonstrate the level of commitment of administrators, teachers, parents and students to **their** Right to Read programs. Many such local programs worked within a cooperative effort without the Right to Read name in order to avoid the issue of turfdom.

The greatest legacy of Colorado Right to Read is a cadre of trained people who have not only the skills but also the commitment necessary to bring about change in our educational system and programs. By working within the system and through a multitude of agencies, organizations and efforts, this cadre of educators, parents and citizens will cooperatively build better opportunities for all our children.

Success in a program like Right to Read is an ongoing, geometric progression. One helps a person to learn to read and the universe is suddenly open. The enthusiasm is infectious. Anyone who reads or writes influences others. Right to Read has influenced millions. With every ending, there is a beginning — the past is prologue.

Jane A. Larsh
Right to Read Coordinator

WHAT'S PAST IS PROLOGUE

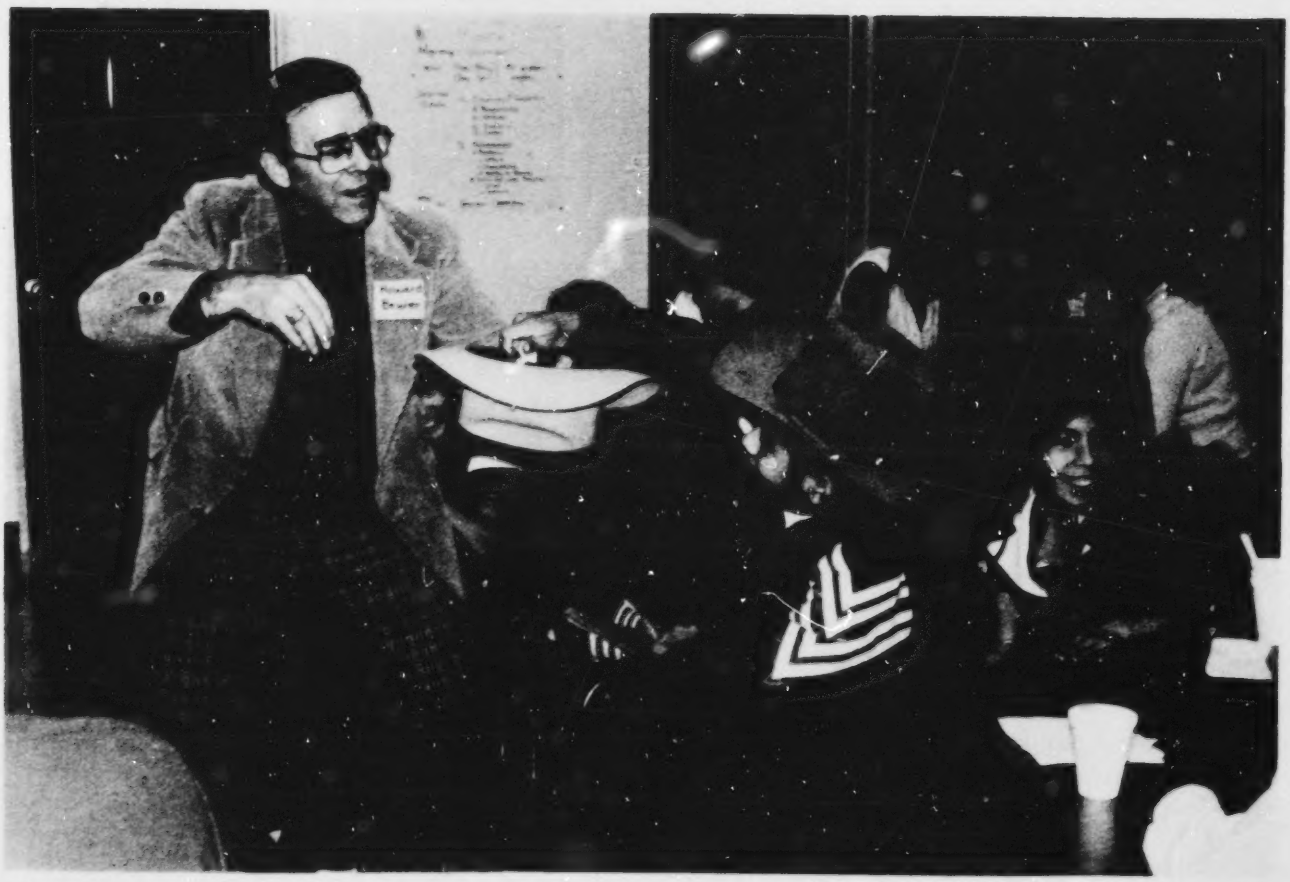
— a quotation from William Shakespeare

EDITOR'S COMMENT

Much has been written about the comprehensive planning process which has been used to bring about educational change by the Colorado Right to Read effort as well as many other Federal, state and local programs. At the same time, little information seems to be available to many educators and parents as they reach the stage in that planning process where they must determine exactly what activities will help them reach the goals and objectives in their plan to address identified local needs. I hope this collection of practical activities will serve as a solution and/or a stimulus for them in their search for alternatives.

Although past tense is deliberately used throughout the booklet for purposes of consistency, many of these activities are being continued by local schools and districts because of their very positive results.

Carol Nichols
Right to Read Consultant



TEACHER INSERVICE TO INCREASE INSTRUCTIONAL EFFECTIVENESS

The effective reading teacher does much more than follow the directions of the teacher's manual in a basal series. The art of teaching reading is broader than guiding a group of students through a set of readers. A skilled reading teacher must be knowledgeable about and proficient in many instructional areas. In addition, an effective content area teacher must be able to use instructional techniques which enable the student to comprehend the subjects' printed materials. These skills and instructional areas include:

Teaching a young child the skills needed to learn to read (readiness, sight vocabulary, word attack, comprehension, etc.) and using a variety of techniques to reinforce skill development in these areas;

Teaching students the skills necessary for them to progress in reading ability throughout their elementary and secondary education (study skills, concept and vocabulary reinforcement and growth, etc.);

Using strategies to help students comprehend content area reading materials (study guides, advanced organizers, etc.);

Providing challenging, but not threatening, reading and reading-related experiences in which students of all ability levels can succeed;

Providing a classroom environment that promotes reading for enjoyment and pleasure (provides relevant materials, provides materials on a wide variety of topics, provides materials to accommodate a wide range of reading levels, and provides time for reading, etc.);

Providing classroom organization and management which offers 1) a progress record-keeping system satisfying and valuable to students, parents, and the teacher, 2) flexible grouping, and 3) adjustment of instructional rate according to ability and purpose;

Providing early identification and correction of reading skill deficiencies for students of all ages and abilities.

Thus, reading instruction is much more than using a set of readers, workbooks, and worksheets. Important as these materials can be, the teacher (K-12) must be skilled in many instructional areas. The teacher is the key to an effective instructional program.

Using the Right to Read comprehensive planning process, many schools and districts have examined the

strengths and weaknesses of their existing reading programs. Plans of action have been developed and implemented to strengthen the identified needs. One of the major approaches used to strengthen the instructional program has been to provide inservice for all teachers. Right to Read Directors have organized hundreds of hours of inservice to help elementary and secondary Colorado teachers strengthen their instructional skills.

Many Right to Read Directors have found consultants who will not only work with teachers, but who also demonstrate instructional techniques in the classroom. Most educators have found that this demonstration technique is a highly effective inservice strategy. Greater changes in classroom instruction occur when teachers not only hear the theory and research behind an instructional technique, but also have the opportunity to watch an expert demonstrate the technique. An added benefit is the obvious pleasure of the children who have the opportunity to participate in these inservice sessions.

An example is a session planned by Ft. Lupton's Right to Read Consortium. Dr. Bill Curtis, University of Colorado at Colorado Springs, gave an after school inservice for teachers on the effective use of literature and storytelling techniques. Teachers, parents, and students were invited to attend a potluck dinner that evening. After the dinner the group was treated to a demonstration of the storytelling talents of Bill Curtis. Teachers and parents were able to see and hear an expert storyteller and the children were delighted.

The inservices in 64 Right to Read Districts in the State Leadership program and 74 schools which participated in the Right to Read Consortium and the Right to Read Network provided teachers with a wide variety of instructional skills and strategies, few of which can be graphically displayed or illustrated. However, Right to Read Directors feel that students in their schools and districts have received tangible benefits from their teachers' enhanced ability to teach reading. Evidence of these benefits can be demonstrated by increased library circulation, increased interest in reading, reading progress shown on achievement tests and positive comments from the parents.

Right to Read staff development has had benefits beyond enhancing teachers' instructional ability. As a result of the creativity and energy of Colorado educators and because of their generosity in sharing and disseminating their successful activities, the benefits to students have been multiplied.

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MOTIVATING READING

The desire to read is the motivating force that leads to the development of reading skill. Parents, teachers, and administrators are responsible for providing home and school environments which will motivate the students. Some of the components of this motivating environment include:

A non-threatening climate where students have the freedom to make a mistake without fear of humiliation;

Materials covering a wide variety of interesting topics;

Materials to meet the needs of students with a wide range of abilities;

Activities which challenge students of all abilities;

Activities which provide success for students of all abilities;

Skill practice using many types of materials;

Adults who model reading skills.

Many hours of Right to Read inservice training have given hundreds of Colorado educators the opportunity to develop techniques and materials which will create a motivating environment. For example, teachers have participated in Make and Take game workshops, learned how to make and use puppets and instructional games, and learned other techniques to expand the reading/language arts program.

The material which follows is only a sampling of the hundreds of projects and activities carried on as a result of Colorado Right to Read. Lack of space prevents a complete listing of Right to Read accomplishments; the difficulty involved in illustrating strengthened teacher instructional skill prohibits a complete graphic description of the scope of the Right to Read effort.

Providing Time to Read

The goal of Right to Read is to help students develop the ability and the desire to read. While skill instruction is essential, Colorado educators have found that students must not think of reading as synonymous with workbooks, worksheets, and drills. Reading is more than acquiring skills. Time must be provided for students to practice these skills by actually reading.

The desire to read can be fostered by parents and classroom teachers who provide appropriate and interesting material, a positive environment, and the time to read. Educators in Right to Read schools and districts have felt that more time should be spent in leisure time reading. Many have developed and implemented schoolwide programs and activities that provide extra time for reading both at home and at school.

One technique used by many schools is SSR time (Sustained Silent Reading), a time set aside every day for everyone (students, teachers, principal, secretary, and custodian) in the building to read. Some schools have a sign at the door which tells visitors that it is reading time for everyone in the building and invites the visitor to choose something to read from a stack of magazines provided.

Many schools have used DEAR Time (**D**rop **E**verything **A**nd **R**ead). Everyone in the school always carries some form of reading material with them. At any moment their teacher can announce DEAR Time which means that all other activity stops and everyone reads. The elements of suspense and surprise, as well as the unique experience of reading in the middle of PE class or during lunch period, appeal to the students.

Colorado educators have been very creative in developing school-wide recreational reading incentive programs. The activities described have been developed and successfully implemented by Right to Read Directors and teachers. The success of many of these

projects depended on the involvement of parents either in preparing materials or helping the student at home.

Mission Viejo Elementary School in Cherry Creek School District designed a highly successful reading motivation program. The Right to Read Task Force developed the "Book Bug" program where the amount of time spent in recreational reading was supervised, recorded, and rewarded. Specified amounts of time spent reading earned students a "Book Bug" sticker, a badge, and a free paperback book. Younger children earned points by having someone read to them or by viewing Sesame Street and Electric Company.

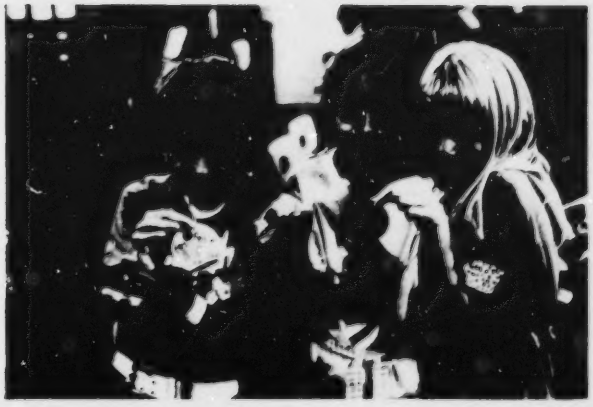
Many parents reported that the entire family participated in the oral and/or silent reading experiences. Principal Robert Dye stated that the "Book Bug" motivational reading program surpassed all expectations at Mission Viejo Elementary School.

Cameron Elementary School in Greeley had a school-wide program called "Get On Board for Right to Read Home Reading." A booklet was distributed describing the one month project and explaining the importance of the parents' participation in the project. Students and their parents decided on the amount of time per day they would read to their child or listen to their child read. At the end of each of the four weeks the parents filled out a "Student Ticket" which was included in the booklet. This indicated that the agreed upon reading times had been met and the ticket entitled the student to enjoy the incentive reward for that week.

The reward for the first week was ice cream and a pencil.

Joey the Clown dramatized favorite children's stories for those who completed the second week's reading.

Reading pins were made by students who met the reading requirements for the third week.



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The fourth week's incentive reward was a trip to the community library for a tour and a storytelling session.

Nancy Fox, Right to Read Director in Greeley, and Directors in Brighton, Littleton and Flagler, Colorado, who have adapted and used this project agree that the project is beneficial. All have had extremely positive comments from parents and teachers.

"Book Karate" reading has been used as a school-wide motivational project by many Colorado schools. Ken Jackson, Right to Read Director and principal of Stratton Meadows Elementary School in Colorado Springs, describes the project, the importance of parent volunteers, and the results:

> "The children could earn a white, yellow, green, brown, and black belt, in that order, by reporting on five books and doing a project for each belt. The projects became increasingly harder as they worked their way up to the black belt. Some of the projects done were: an illustration on a poster using art work or pictures from magazines which depicted a portion of the story; a diorama of a scene depicting five characters from one of the books. Projects for the black belt were: writing a three page play from an important scene of a book; or taping an interview of at least three minutes with one of the characters from one of the books. All reports were given to volunteer mothers. Each mother came a different day a week for one and one half hours on a day convenient for them. Without their help and faithfulness, it would have been impossible to do 'Book Karate'.
>
> Children in the primary department were very enthusiastic and wanted it to last longer. There were a total of 234 children participating. We had 12 black belt winners.
>
> The Tracy School of Karate came and put on a demonstration for a closing program. They tied the belts on the 12 black belt winners. Coffee and a big 'Thank You' cake were served to the volunteer mothers after the program."

Teachers at Letford Elementary School, Johnstown, Colorado have provided many exciting reading activities for their students. One particularly motivating project was developed while the school was a part of the Right to Read Consortium. The pre-Christmas project used the Dr. Seuss character, "The Grinch Who Stole Christmas" as the theme. Several weeks before Christmas, the Letford students were told that the Grinch had stolen their Christmas—the tree, decorations, stockings, fireplace, candy canes—all had been taken.

The Grinch informed the students (over the intercom) that the only way to get Christmas back was to read. The students "read back" the fireplace brick by brick and before Christmas holidays the Letford Grinch informed the children he was furious because they were reading so much and taking back so much Christmas.

The teachers became actively involved. The teacher who was the voice of the Grinch decided to tape messages to be played over the intercom so he could be in the classroom and keep his identity a secret. Two staff members dressed as the Grinch and his dog and made several visits to the classrooms during the project.

These are a few of the many motivational projects which provided children with more recreational reading time. The Directors who have implemented these successful projects generally included the following components in their planning:

1) A public relations campaign designed to interest teachers, students, and parents in the project. This campaign must also provide necessary information to all involved in the project. Teachers must have information about project management and be provided with relevant materials. Without the help of the classroom teachers, most projects will fail. Parents should know of the project, its educational benefits, and the role they can play to make the project a success. Students should know the rules of the project, why it will be fun to participate, and who will help them with the project.

2) Success must be possible for all students. If students are asked to read in order to participate in the project, a great variety of reading material should be available. The material should appeal to a wide variety of interests and be appropriate to a wide range of reading abilities. Materials should be available that will assure that all students can participate in and successfully complete the project. If students are asked to involve their parents, alternatives should be available, e.g. teachers, volunteers, for students who want to participate but whose parents will not.

3) A system should be devised to recognize those students who take part and complete the project.

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RIGHT TO READ ACTIVITIES THAT HIGHLIGHT READING

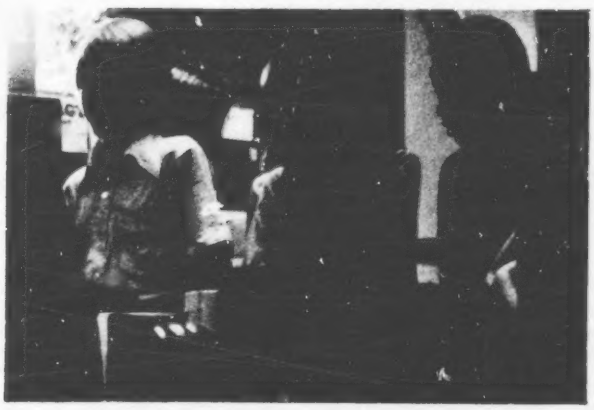
Students, teachers, and administrators across the state have participated in "Book Character Day" where each dresses as his favorite story character. Don Anderson, principal of Lake County Intermediate School in Leadville, is surrounded by the library aid and the counselor. All are active participants in the annual book character costume day.

The Air Force Academy combined book character costume day with "buddy reading." Here a second grader listens to a story read by an older student.

Many schools have invited others to come in to read to the students. Included in the group of visiting readers are:

school board members
town mayors
older students
football team members dressed in their uniforms
school district administrators
parents
other community members

Fourth grade students in Olathe were treated to a reading party. On this day popcorn was served during the students' regular free reading time.



Reading classes in Kearney Middle School, Commerce City, Colorado made posters illustrating favorite books. Each class selected several students to present a brief teaser based on their book. These book teasers were video taped for viewing by all students.

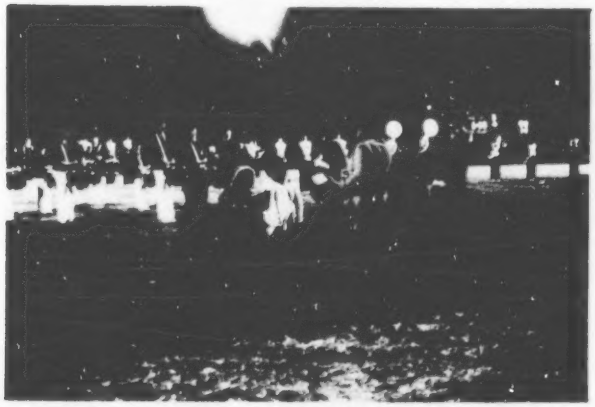
One classroom in La Junta made a "Favorite Books Tablecloth." A large cloth was divided into rectangular spaces approximately 12" X 16" with each space decorated by students showing characters from a favorite book. Students in Collbran and Alamosa participated in similar projects.

As the children in one Alamosa class read a certain number of books they could add their name to the "reading apron" with a Tri-chem pencil.

A Right to Read Fair was sponsored by Naturita. The Fair featured 12 games and booths. The prizes provided for games such as ring toss, dart throwing, and drop the clothes pin in the bottle included Right to Read posters

promoting reading for enjoyment, Right to Read buttons, balloons, bumper stickers, and pencils provided to all Directors by the state Right to Read office.

One Fair activity was the "Book Walk." This game, similar to musical chairs, resulted in every child attending the Fair being able to choose a free paperback book provided by RIF (Reading is FUNdamental.)



La Junta Right to Read Advisory Council members planned reading or reading-related contests for all students for Right to Read Week.

Kindergarten and first graders drew pictures of their favorite book or story.

Second graders made a diorama depicting their favorite book or story.

Third graders wrote a story, "The Man Who Could Not Read."

Fourth graders made posters advertising a favorite book.

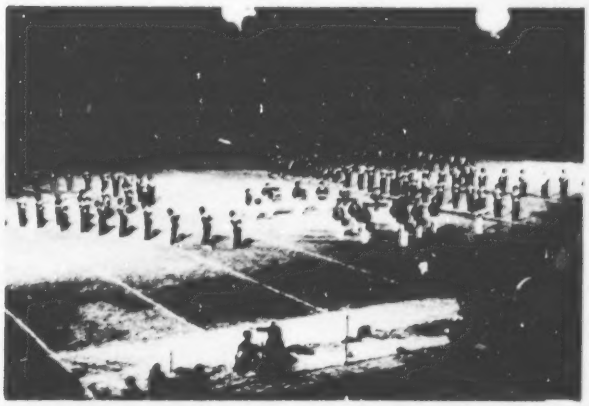
Fifth graders worked on supplying the last line to limericks.

Sixth, seventh, and eighth graders wrote new lyrics to the Coca-Cola song, "I'd Like to Teach the World to **Read**."

The winning entry for each classroom was submitted to the Right to Read Advisory Council for final judging.

The culminating activity occurred at the La Junta Homecoming Football Game. The official program for the game announced that the halftime show was "A Salute to Reading." The district winners of the reading contests were on the program along with the winning lyrics to "I'd Like to Teach the World to Read."

During the halftime show the La Junta Band helped celebrate reading by forming a huge "R2R" on the field and playing the music for the lyric contest while the spectators followed along using their programs. The winners of all of the contests K - 8 were honored on the football field and were presented with their book awards.



Reading is FUNdamental (RIF) is a federally funded program which offers children free books. The state Right to Read office provided information about RIF to many of the 83 RIF projects funded in Colorado. Each of the 69,030 children served by these 83 projects received at least three books during the school year. Many of these projects promoted student book exchanges.

A successful Book Swap was held weekly in Rifle's Right to Read Network school. Each child who participated was given a ticket in exchange for the book he wished to swap. Parent volunteers sorted the books, arranged them on carts, and wheeled the carts to

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classrooms. Every student with a ticket chose a book from the cart.

Meeker Elementary students participated in a Book Trade.

One Eaton classroom held a Book Auction where the students auctioned off their favorite books.

The Brighton Right to Read State Leadership Advisory Council organized a Right to Read Book Bazaar in order to stimulate reading through a community effort. Newspaper articles asked the community members to donate books and magazines to the Bazaar to be sold for five cents. More than 5,000 books and magazines were donated and sold.

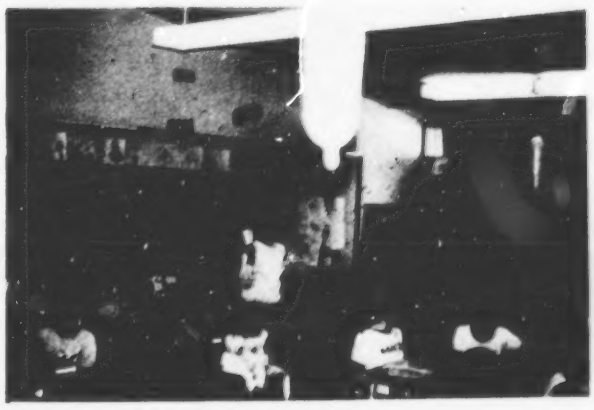
Sixth Graders at Nucla Elementary School collected over 1,000 books, magazines, and posters from the community for a booksale. The students classified the books according to grade level, priced the books, then advertised them with posters and intercom announcements. Over 200 came to the sale; the sixth grade made $137.00 which they used to make a flower garden in front of the school and to buy a sign for the school.

Book Fairs have been held in many Right to Read schools. This activity offers the opportunity for valuable parent involvement. Volunteer parents can be given hints on selecting appropriate books for different grade levels and ability levels and can then help select the books to be offered. Their help in arranging the books and taking orders is invaluable during the fair.

As a part of their Right to Read plan, Silverthorn, Breckenridge, and Frisco Elementary Schools in Summit County and Wilson Elementary School in Colorado Springs scheduled their book fairs to coincide with parent-teacher conferences. This gave many parents the opportunity to examine new books and materials.

On Valentine's Day, 1979, Colorado celebrated its first "I Love to Read Day" promoted by the Colorado Right to Read Office. Because of the very positive statewide reception, the celebration was expanded to "I Love to Read Month" during February in 1980. Every Colorado school and library was provided with a poster and a booklet of suggestions for reading or reading-related activities. Colorado educators developed hundreds of activities based on the Valentine theme which involved students in reading, writing, speaking, and listening. A few of these are described.

The librarian at Shawsheen Elementary School in Greeley created a "Valentine Villa" in a section of the library. The walls were red and white crepe paper streamers decorated with Valentines. Bright colored cushions and many books were put into the villa to be enjoyed by the children. Students earned special Valentine bookmarks entitling them to time in the "Villa."



Older students helped younger ones make heart shaped books at Stratton Meadows Elementary school in Colorado Springs.

Some of the many activities available for Alamosa students included:

A Valentine's Day assembly featuring reading.

Alamosa's mayor read to a first grade class.

Second graders designed a hat for one of the characters in their favorite book.

Jefferson County sponsored a project called "A Love Story in Two Parts." Part I included six activities emphasizing reading skills applicable to all content areas. Skills covered included: following directions, listening, sequencing, remembering details, scanning, and using context clues.

Materials appropriate to the task and to the Valentine's theme were given to the teachers. For example, to reinforce remembering details, the teachers received a reading selection giving the history of Valentine's Day along with comprehension questions.

Part II of "A Love Story in Two Parts" was called "Love a Book—Take One Home." On February 13 each student received a "Heart Dollar" which could be exchanged for a paperback book on Valentine's Day. Before the exchange, students wrote their names on the "dollar" to be eligible to participate in a drawing for "I Love to Read Day" prizes.

Have a ♥

Take a book home.

_____
(Name)

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USING WRITING TO MOTIVATE READING

Many Right to Read writing projects have been developed because of research results which indicate that a student may have difficulty in comprehension when reading about experiences that are widely diverse from his own. In "Reading Comprehension: A Redundant Phrase", Yetta Goodman states that comprehension cannot take place unless a student is able to make a connection between his experiences and the experiences described in print. (*Current Topics in Language*, 1976, Winthrop Publishers) Research indicates that the student's reading experiences can be more meaningful if the material being read has been written by the student.

Many Right to Read inservices have been devoted to expanding educators' abilities to develop students' writing skills; many writing activities and projects have developed as a result of this training.

A Steamboat Springs Right to Read project featured students' creative writing in a publication called "Write to Read." Greeley's State Leadership Right to Read program had a similar project.

A third grade class at Bishop Elementary School in Englewood formed a publishing company to raise money for a class project. The students compiled a fifteen page magazine of original poems. The teacher gave students the opportunity to expand many concepts when the class went to the Republic National Bank in Englewood for a loan to publish the magazine. The teacher described the bank as very cooperative. The students borrowed $15.00 to cover expenses and then earned $47.75 from selling the magazine. The student publishing company corporate officers signed the loan late in March and the bank reported that they paid it back late in April along with $.15 interest.

Several districts have expanded this area even further by developing projects where the creative writing products of students are bound into hardback books which are then placed in the school or classroom library or taken home by the student. The binding of a book containing a student's writing tends to motivate writing, to reward the author by recognizing his writing product as valuable enough to bind, to motivate reading, and to provide additional interesting material for children to read.

A Morey Junior High School student in Denver typed his own story which was later bound into a book. His book, along with others written by his classmates, was distributed to outpatient waiting rooms at Children's Hospital in Denver.

Many Right to Read schools and districts publish newsletters or newspapers. Walt Whitman Elementary School in Littleton publishes *The Walt Whitman Kid-*

zette. Cynthia A. Haws, principal of Whitman, wrote the following to describe the purposes and the response to *Kidzette*, a Right to Read Consortium project.

> "We had a three-fold purpose in mind when we started the *Kidzette*. One, we felt we needed a better integration of reading and writing. Reading and writing go hand-in-hand, but somehow we continually manage to divorce them from one another. We felt the children needed a stimulus, a place where they could write about what they read and read what they had written. A newspaper seemed to be an appropriate vehicle for this.
>
> Secondly, we found ourselves drowning in a 'sea of purple' inundated with the dreadful ditto devoid of the informative as well as the inspirational. We felt we needed to produce a paper that had a 'finished look' about it - one that would be attractive, informative and interesting. We contacted our local paper, *The Littleton Independent*, and asked if they could help us. They sent a representative who worked with us and showed us how to crop the pictures, paste up, set the headlines, etc.
>
> A small group of sixth graders worked at reporting, editing and collecting writing from other

children. It was then put together in a 'camera ready' paste up which cost $86.00 for 500 copies.

Thirdly, we felt it was vital to keep our parents informed of our R2R projects. What better way than through the written word and pictures describing what we are doing. And what better way than to use a resource right in the community, the local newspaper team.

After the first issue, we had many comments. One teacher said her students were so enthusiastic upon receiving it, she had to stop class and just let them read it! Many students stopped me and asked how they could get their writings in the newspaper. We decided to put out a letter and entry blank to all students so they could submit their work. And many parents commented that after reading the book reviews by the students in the newspaper, their children asked for those books for Christmas. We sent copies to our Superintendent, Administrative teams and Board members and received favorable comments.

We hope it will continue to serve as an intrinsically motivating place for our children to put their thoughts into print."

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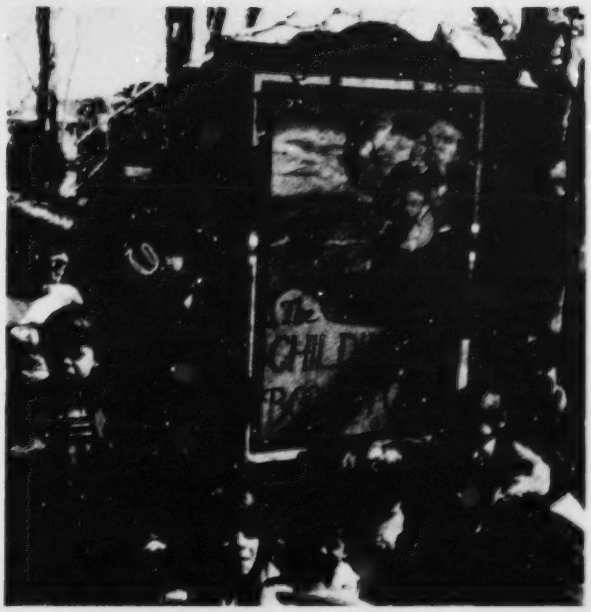
Similar newspapers are printed for Elizabeth Elementary/Middle School in Elizabeth, Colorado, for Frisco Elementary School in Frisco, Colorado and for Mitchell Elementary School in Golden.

Queen Palmer and Wilson Elementary Schools in Colorado Springs have devoted considerable effort to helping teachers perfect their skill in motivating children to write. A consultant spoke to the teachers on using children's literature to motivate writing and then went into the classroom to demonstrate these techniques. These demonstrations were invaluable in helping teachers master the techniques. In addition, the consultant presented evening presentations to parents on the same topic. As a final activity of the evening, the parents all bound a book to take home. More than 170 people attended the evening session.

Many Right to Read schools and districts have invited authors of children's books to talk with students and teachers about their poetry and books, becoming an author and the importance of writing skills.

Wilson Rawls, author of *Where the Red Fern Grows*, spoke to students, parents, and teachers at a session co-sponsored by the Right to Read Consortium and the Weld County Council of the International Reading Association in Greeley. In addition, appearances by authors and poets have been made in many other places including Ault, Westminster, Cherry Creek, and Durango, Colorado.



As one of their Right to Read Consortium projects Ault and Nunn sponsored a Poet-In-Residence. This project was an outgrowth of the emphasis on creative writing and interest in poetry. The poet worked with the children encouraging an interest in words and in verbalizing feelings. Art and music were coordinated with poetic expression.

Winners of a reading-writing contest at Rose Hill Elementary School, Commerce City, were taken to a Denver bookstore to pick out books of their choice as prizes.

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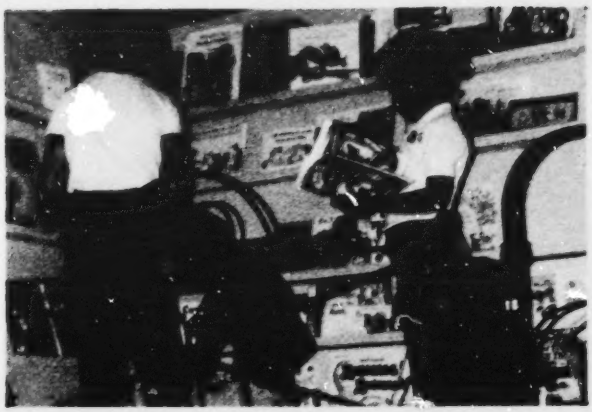

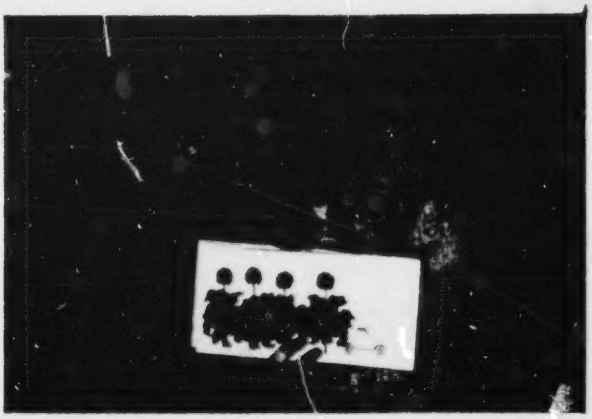

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INTEGRATING COMMUNICATION SKILLS INTO MOTIVATIONAL ACTIVITIES

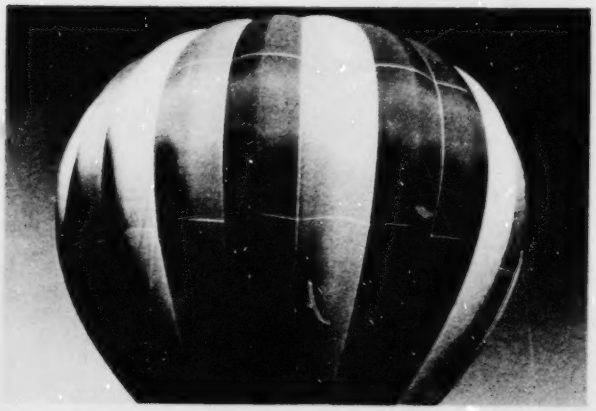
While educators find it necessary to isolate language arts skills occasionally for specific skill instruction, examination, and analysis, generally there should be many opportunities provided where the language arts skills are integrated into one activity. There is increasing evidence that because of the interrelatedness among listening, reading, speaking, and writing, the development of skill in one area will frequently reinforce and cause improvement in the skills in the other areas.

Creative teachers can provide students with many exciting activities where these skills can be practiced. This allows teachers to expand instruction from the basic textbooks into a variety of materials and gives teachers and students a break from routine.

Right to Read Directors found that for staff development programs in the reading area to be effective, it was necessary to address the other language arts skills. Right to Read has capitalized on the relationship between these areas and has promoted activities that take advantage of this positive correlation.

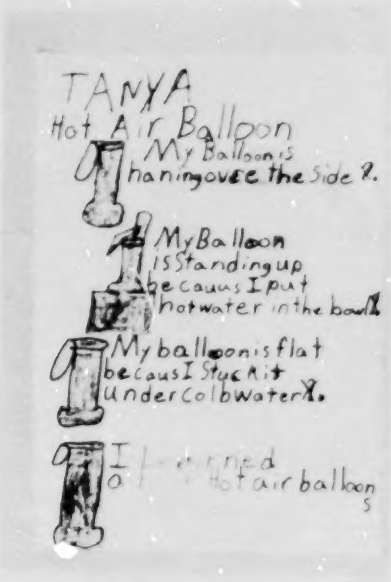
There are many examples of activities and projects in which students use reading, writing, listening and speaking. Because of space limitations only a few of those developed by Right to Read schools are mentioned.

Many schools in Colorado have used a helium-filled balloon lift or a tethered hot air balloon as culminating activities of school-wide incentive projects.

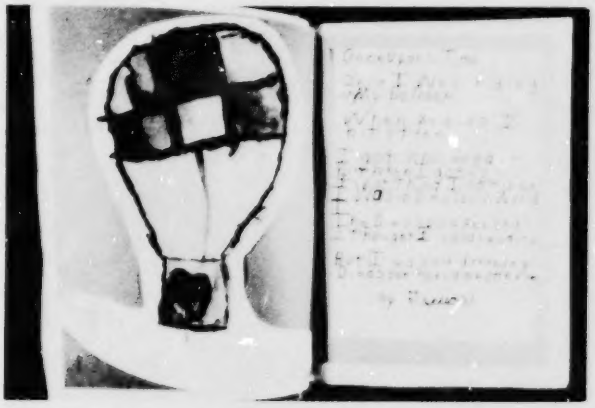


The helium-filled balloon carries a message which includes the title of the student's favorite book and a request asking the finder to write telling his favorite book. The tethered hot air balloon is inflated on or near the school grounds and many times will take the principal, some teachers, or students for a ride.

Colorado educators have been creative in developing reading, writing, art, science, and mapping activities based on the balloon themes.

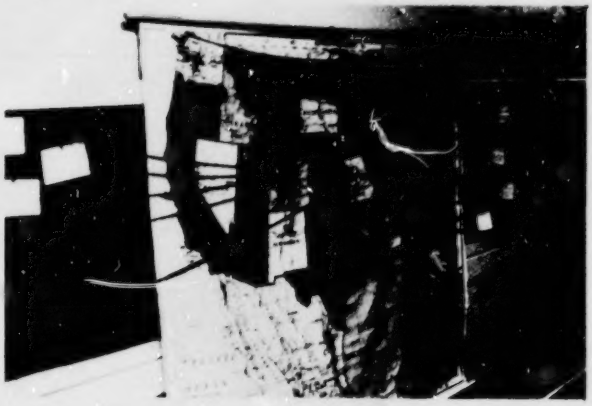


Examples of an art project and a creative writing assignment were preserved in a bound book.



Parents and teachers helped inflate helium balloons and helped insert the students' messages.

A large map in the hall showed locations where balloons were found.



A project to meet the requirements for a class sponsored by Greeley's Right to Read program resulted in the integrating of all the language arts plus art, drama, and music to enrich reading experiences. The project was called the FOZZIE B. CLUB (Far-Out, Zany, Zowie Instructional Endeavors with Books).

Each teacher in Jefferson Elementary School in Greeley read a story or taped a story for their students. Each room then decided on a followup activity which would expand on the book. For example, one fifth grade class heard a tape of sections of *The Hobbit*. Their ideas for extra activities included making items to stock a "Hobbit Store" and making a huge map of the Hobbit Kingdom. The map of the kingdom also served as an education game board to practice math facts, etc.

Each class then wrote an original story describing what they thought would happen if their particular book would continue. The See Saw Theatre Troupe from the University of Northern Colorado was provided with a copy of all of the stories written by the children. The See Saw Troupe performed these stories at an evening presentation to students, teachers and parents.

After the performance everyone went to the classrooms to see the artistic products inspired by the reading. In the fifth grade room where *The Hobbit* was discussed, the "Hobbit Store" was open and the Hobbit items made by the students were for sale. The proceeds of the sale were used for a class activity.

In the final project of the evening, the parents helped their children bind all of the stories into books to be taken home.

The Right to Read class project was jointly funded by Project Bueno and Weld County School District 6.

In 1978-79, Dr. Tom Wood, the Letford Elementary School teachers, and citizens of the Johnstown, Colorado community made a team effort to give students the opportunity to integrate reading and the other language arts in a reading activity program called "Reading Opens All Doors" (ROAD). Activities offered in this one hour, once a week ROAD program included folk dance, auto mechanics, gymnastics, harmonica, cooking, creative dramatics, embroidery, TV production, sports, modern music, and mural painting.

Children were able to develop and display their individual talents and were able to participate in enjoyable activities where the importance of reading was emphasized.

Third grade students in Palmer Lake Elementary School, Palmer Lake, Colorado read Laura Ingalls Wilder's books as part of their regular program. Their reading experiences were enriched by several one day visits from a Colorado consultant. On these days the

consultant, teachers, and the third graders dressed as characters from the books. Items from the period were brought for the children to examine or use. Old photographs were brought to stimulate discussion of transportation and life during the period. The children had the chance to use old kitchen utensils including a grinding mill while they made gingerbread.

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PARENT AND COMMUNITY INVOLVEMENT

One of the major areas identified by needs assessments in Right to Read schools and districts was the expansion of parent and community participation in education. Many districts and schools have community members actively involved on the Right to Read Advisory Councils or Task Forces. These groups have planned many activities to help other community members become more involved.

Local community libraries have participated in Right to Read activities. Summit County Library sponsored a bookmark designing contest for children in connection with Right to Read Week. The winning bookmark was printed and distributed by the library.

At the Dillon Library children checking out books were given Valentine candy and were asked to sign the "I Love to Read" heart.

Each Saturday from 10:00 a.m. to 2:00 p.m. a group of volunteer parents in Rifle, Colorado read stories to children whose parents were shopping at a local grocery store.

Mitchell Elementary students in Golden, Colorado designed and placed Right to Read posters in the community. The purpose was to make the community aware of the school's reading emphasis. Each class was assigned one agency or business and then designed an appropriate poster. The poster title for the Public Service Company was "There is Power in Books", for a restaurant "Reading is Food for Thought", for a service station "Gas Up on Your Reading" and for a travel agency "Travel the World Through Books."

For a one week period the radio station in La Junta, Colorado agreed to play "music to read by" for 15 minutes each day. The music for the first day was preceded by a message on the importance of reading. The community was invited to join the K - 12 students and teachers in the 15 minutes of daily reading.

During the same week in Rifle, Colorado, the radio station played sixty spots emphasizing reading, all of which were written by students at Esma Lewis Elementary School.

Right to Read in Ault and Nunn sponsored a K - 4 Book Parade along Main Street of Ault, Colorado. Parents and other community members were invited to see the parade of children portraying their favorite book.

Sixty students from Nucla Elementary School participated in the Homecoming Parade dressed as their favorite book characters or carrying a poster designed to show their favorite book. A float was also included in the parade showing a child reading a book with the float title "R 2 R is Coming to West End Schools." Trinidad had a similar project for their Homecoming Parade.

Information for Parents of Preschool Children

Several Right to Read Districts have indentified the education of parents of preschool children as an area to strengthen. One successful project was used by several including Steamboat Springs and La Junta. The "Book at One" project involved putting together parent packets including information about the important influence of parents on their child's future development in school, a bibliography of books appropriate for the young child, and a cloth book for the child. These packets can be distributed from a pediatrician's office, from the community library or delivered to the hospital at the birth of the child.

The state Right to Read office obtained the permission of New Hampshire Right to Read to reprint *Helping Your Children Discover.* This booklet gives parents ideas to help guide their preschool age children. Over 20,000 copies have been distributed. Permission was granted by Virginia Right to Read to reprint *Parents as Teachers.* The Right to Read office had this booklet translated into Spanish. Over 10,000 copies of the English version and 5,000 of the Spanish version have been distributed.

Information for Parents of School Age Children

Many Right to Read Directors have sponsored the development of "A Christmas Idea Booklist" which lists popular books and magazines suitable for different age levels. Telluride and Littleton are among several Right to Read districts which used this project.

K-5 teachers in Greeley worked during the summer to develop a book of letters to parents that could be duplicated and sent home. These letters, keyed to the lessons and units of the basal series, described the skills

the student was studying and gave suggestions on ways parents could help at home.

A Parent/Teacher Resource Center was set up in the school library by Flagler Right to Read. During parent/teacher conferences all of the material was available along with coffee and donuts.

Many Right to Read Districts and schools developed a parent newsletter which contained information about current school events and gave information to help parents become more involved in their children's education.

Summer calendars have been developed giving parents suggestions of activities to reinforce their children's communication skills during the summer vacation.

Parent Training

Parent workshops and classes were sponsored by Right to Read in many schools. One example is Westminster's Right to Read class, "Helping Your Child Learn to Read."

Sessions were held to train interested parents in the skills of leading Great Books Discussion Groups in several districts including Brighton and Littleton. This program was designed to expose children to various forms of literature and encourage the use of interpretive skills.

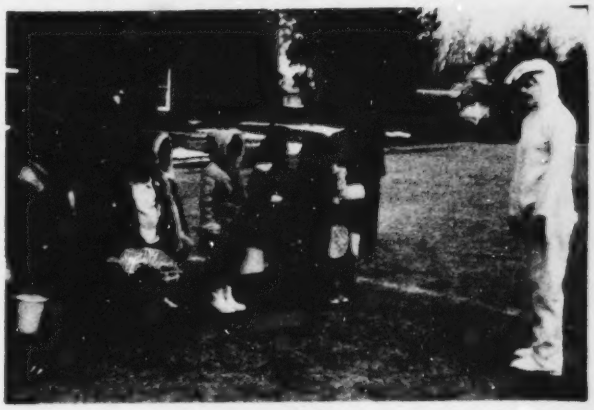
A second grade teacher in New Castle directed a parent workshop called "Shape and Share." Community members and teachers worked together to construct activities and games which were later kept in the library and checked out by students, teachers, and parents. Twenty community members and ten teachers became involved in this project.

A Summer Reading Safari was developed in Commerce City. The purpose was to encourage parents and students to read during the summer. A Family Read-a-Thon was also sponsored to see which family could read the most books in a two-week period.

Elizabeth, Colorado's Right to Read sponsored five parent workshops on topics including sessions on motivation, communication, construction of materials to use at home, and language development.

"Volunteers In Action", a program designed to recruit, train and use parents in the school, was developed in Elizabeth, Colorado. The parents involved in the program carry out beneficial projects for the school. Their activities included regularly assigned tasks in the classroom, babysitting for others who volunteer time in the school, making educational material at home which was then used in the classroom, or working with small groups on special projects.

This parent volunteer has gone beyond the call of duty to help the school.



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DISTRICTS BUILD UPON RIGHT TO READ EFFORTS

In many instances Right to Read has provided "seed money" to start a project which was continued and expanded using district money. Examples of such projects include the development of criterion referenced tests, curriculum guides, and staff development programs started with Right to Read money.

A specific example is the reading instructional objectives developed in Westminster. This district developed a suggested skill continuum for grades K - 12. Funds for release time to develop the continuum were provided by Right to Read State Leadership. Release time for all school staff to review the continuum and make suggestions for change was provided by the district. Right to Read then provided some funds for inservice related to the skills continuum. Harrison School District in Colorado Springs expanded on a similar Right to Read project started by their State Leadership program.

Another example is the impact on content area reading instruction made in Boulder through the combined efforts of Right to Read and the school district. In 1973 under the direction of Paul Bellin and Barbara Lewis, a group of ten master teachers was trained in the areas of content area reading strategies, techniques in presenting inservice, preparing practical handouts, etc. This core group has grown from ten to 100 individuals who have expertise in elementary and secondary instructional techniques and who are able to work with teachers in Boulder, throughout Colorado and out of state. These master teachers are willing to demonstrate instructional techniques either by having visitors come to observe them in their own classrooms or by doing demonstration teaching in another's class. The team has expanded from reading and now is the Content Area Reading/Writing Team. Their *Inservice Manual* made up of content area resource materials and their *Resource File*, a compilation of content area articles from educational journals, have been widely distributed.

The inservice training emphasis has been continued by many Right to Read districts and schools. During the past several years Ft. Collins has emphasized training teachers in using ECRI-Mastery Learning. The first year Right to Read funded the training and each succeeding year the district has assumed more funding of the training.

PARTICIPANTS IN COLORADO RIGHT TO READ

Right to Read Directors are a group of trained people working to improve education in Colorado. They have developed — and will continue to develop and implement — techniques, activities, projects, and programs to strengthen communication skills instruction. They have always been generous in sharing the results of their energy and creativity.

The Right to Read State Leadership Districts and the Directors are:

Adams-Arapahoe County S/D 28-J, Aurora, Ms. Dixie Spangler
Adams County S/D 1, Mapleton, Dr. Margaret Carpenter
Adams County S/D 12, Thornton, Ms. Cathy Fox, and Dr. Sheila Valencia
Adams County S/D 14, Commerce City, Ms. Linda Hahn
Adams County S/D 27-J, Brighton, Dr. Winona Hurley
Adams County S/D 29-J, Bennett, Ms. Sharon Mitchell
Adams County S/D 31-J, Strasburg, Mr. James Ensign
Adams County S/D 50, Westminster, Ms. Esther Brown
Alamosa S/D RE-11J, Alamosa, Mr. Ralph Mortensen
Arapahoe County S/D 2, Sheridan, Ms. Patricia Wallingford
Arapahoe County S/D 5, Cherry Creek
Arapahoe County S/D 6, Littleton, Ms. Sandy Heartman
Arapahoe County S/D 26-J, Deer Trail, Ms. Charlene Hemphill
Arapahoe County S/D 32-J, Byers, Ms. Charla Musgrave
Boulder County, St. Vrain Valley, S/D RE-1J, Longmont, Miss Kathy Madigan
Boulder Valley S/D RE-2, Boulder, Ms. Bobbie Lewis
Costilla County S/D R-30, Sierra Grande
Crowley County S/D RE-IJ, Ordway, Henry Ashida
Denver Catholic Archdiocese, Elementary, Ms. Delores Tillier
Denver Catholic Archdiocese, Secondary, Mary Ann Cunningham, S.L.
Denver County S/D 1, Denver, Georgia Gray
Elbert County S/D C-1, Elizabeth, Ms. Beverly Stoll
El Paso County S/D RJ-1, Calhan, Mr. Nicholas Ordon
El Paso County S/D 2, Harrison, Mr. Bert Kinney
El Paso County S/D 11, Colorado Springs, Ms. Cynthia Waterbury Blackney
El Paso County S/D 12, Cheyenne Mountain, Ms. Esther Carroll
El Paso County S/D 20, Air Academy, Dr. Joan Swing
El Paso County S/D 23-JT, Peyton, Ms. Laila Johnson
El Paso County S/D 38, Palmer Lake, Dr. Jerry Parsons
El Paso County S/D 49, Falcon, Mr. Ron Marten
Fremont County S/D RE-1, Canon City
Garfield County, Roaring Fork S/D RE-1, Glenwood Springs, Dr. Sumner Schachter
Greeley Catholic Elementary, Greeley
Jefferson County S/D R-1, Lakewood, Dr. Eleanor Odden
Kit Carson County S/D R-1, Flagler, Ms. Thadea Eldridge
Kit Carson County S/D R-5, Bethune, Ms. Mary Feldman
LaPlata County S/D 9-R, Durango, Ms. Jan Sheftel
Larimar County, Poudre S/D R-1, Ft. Collins, Ms. Winnette Payne
Larimar County S/D R-3, Estes Park
Las Animas County S/D 1, Trinidad, Ms. Betty Bailey and Mr. Frank Estok
Lincoln County S/D, RE-13, Genoa, Ms. Patricia Vice
Logan County, Valley S/D RE-1, Sterling
Mesa County S/D 50, Plateau Valley Schools, Collbran, Mr. Jim Page
Montrose County S/D RE-IJ, Montrose, Mr. Dick Brown
Montrose County, West End Public Schools, District RE-2, Ms. Jean Bass
Otero County S/D R-1, La Junta, Ms. Wanda Land and Ms. Mary Blake
Phillips County S/D RE-IJ, Holyoke
Pueblo County S/D 60, Pueblo
Pueblo County S/D 70, Avondale, Ms. Joan Hartman
Rio Grande County S/D RE-33J, Sargent
Routt County S/D RE-1, Hayden
Routt County S/D RE-2, Steamboat Springs
St. Joseph School, Ft. Collins, Ms. Eileen Cain
St. Louis School, Louisville, Ms. Fran Hughes
St. Mary's High School, Fort Carson
San Miguel County S/D R-1, Telluride, Ms. Patty Libby
San Miguel County S/D 18, Egnar
Summit County S/D RE-1, Frisco
Washington County, Lone Star S/D 101, Otis, Ms. Darlene Korf
Weld County S/D RE-a, Eaton, Ms. Diane Lewis Hester
Weld County S/D 6, Greeley, Ms. Nancy Fox
Weld County S/D RE-9, Ault, Ms. Evelyn Babcock
Weld County S/D RE-11, New Raymer
West Yuma S/D RJ-1, Yuma, Ms. E. Darlene Korf

The Right to Read Reading Improvement Consortium and Directors are:

All Saints Elementary School - Denver Catholic Archdiocese, Ms. Alice Mendoza
Ault Elementary School - Ault - Ms. Evelyn Babcock
Baker Elementary School - Westminster - Ms. Esther Brown and Mr. Fred Carillo
Bennett Elementary School - Bennett - Ms. Doris Harris
Bennett Jr. High School - Bennett - Ms. Doris Harris
Berkeley Gardens School - Westminster - Ms. Esther Brown
Cameron Elementary School - Greeley - Ms. Nancy Fox and Mr. Paul Rutherford
Columbine Elementary School - Denver - Ms. Georgia Gray
Crawford Elementary School - Aurora - Ms. Dixie Spangler and Mr. Ben Swan
Deer Creek Elementary School - Bailey - Mr. Robert Pritchett
Eyestone Elementary School - Ft. Collins - Ms. Winnette Payne and Mr. Dan Branine
Fort Logan Elementary School - Sheridan - Mr. James Taylor
Fort Lupton Intermediate School - Fort Lupton - Mr. Marvin Ratzlaff
Franklin Middle School - Greeley - Ms. Carol Donlin
Frederick Elementary School - Longmont - Mr. Larry Achorn and Mr. Amin Wahab
Fulton Elementary School - Aurora - Ms. Dixie Spangler and Mr. Vern Martin
Georgetown Elementary School - Georgetown - Ms. Diana Quinn
Giberson Elementary School - Harrison - Mr. Bert Kinney and Mr. Harry Horton
Harrington Elementary School - Denver - Ms. Georgia Gray
Henderson Elementary School - Brighton - Mr. David Rose
Highland Elementary School - Ault - Ms. Evelyn Babcock
Idaho Springs Elementary School - Idaho Springs - Ms. Diana Quinn
Independence Elementary School - Cherry Creek - Dr. Sylvia Ratliff and Ms. True Morgan
Kenton Elementary School - Aurora - Ms. Dixie Spangler and Mr. Gilbert Glad
Lafayette Middle School - Lafayette - Ms. Peggy Isakson
Leo Wm. Butler Primary School - Ft. Lupton - Ms. Elizabeth Funk
Letford Elementary School - Johnstown - Ms. Debbi Houtchens
Louisville Middle School - Louisville - Mr. Sid Weathermon
Meeker Elementary School - Meeker - Mr. Mel Brower
Milliken Elementary School - Johnstown - Ms. Eunice Kuester
Monterey Elementary School - Harrison - Mr. Bert Kinney and Mr. Dieter Rein
Morgan Elementary School - Montrose - Mr. Frank Nauyokas
North Mesa Elementary School - Pueblo - Ms. Darlene Hinton
Nunn Elementary School - Ault - Ms. Evelyn Babcock
Olathe Elementary School - Montrose - Mr. Richard Brown
St. John the Evangelist Elementary School - Denver Catholic Archdiocese - Ms. Betty Bolen
Spangler Elementary School - Longmont - Mr. Larry Achorn and Mr. Bob Smith
Steamboat Springs Elementary School - Steamboat Springs - Mr. Max Bridgeman
Steamboat Springs Jr. High School - Steamboat Springs - Mr. Max Bridgeman
Strasburg Elementary School - Strasburg - Mr. Del Hemphill
Strasburg Jr. High School - Strasburg - Mr. John Gilbert
Timnath Elementary School - Timnath - Ms. Winnette Payne and Mr. Michael Sawyer
Village East Elementary School - Chsrry Creek - Dr. Sylvia Ratliff and Mr. William Dwyer
Waverly Elementary School - Ft. Collins - Ms. Winnette Payne and Mr. Dan Branine
Whitman Elementary School - Littleton - Ms. Cynthia Haws

The Right to Read Network for the Improvement of Reading Programming and Directors are:

Assumption School - Denver Catholic Archdiocese, Ms. Marianne Timmins
St. Rose of Lima - Denver Catholic Archdiocese, Ms. Elizabeth Costello
Guardian Angel - Denver Catholic Archdiocese, Ms. Mary Gold
Adams City Middle School - Commerce City - Adams County S/D 14, Mr. Mike Fowler
Kearney Middle School - Commerce City - Adams County S/D 14, Ms. Cindy Benson
Rose Hill Elementary - Commerce City - Adams County S/D 14, Mr. Roland Breaux
North Elementary - Brighton - Adams County S/D 27-J, Ms. Kathryn Griffin
South Elementary - Brighton - Adams County S/D 27-J, Mr. William Sarchet
Harris Park Elementary - Westminster - Adams County S/D 50, Ms. Esther Brown
Bishop Elementary - Englewood - Arapahoe County S/D 1, Mr. Keith Whisenand
Mission Viejo Elementary - Denver (Cherry Creek) - Arapahoe County S/D, Mr. Robert Dye

East Elementary - Littleton - Arapahoe County S/D 6, Mr. Colin Conway
Vaughn Elementary - Aurora - Arapahoe County S/D 28-J, Ms. Carolyn Shearer
Elizabeth Elementary School - Elizabeth - Elbert Co. S/D 1, Ms. Beverly Stoll
Pikes Peak Elementary - Colorado Springs (Harrison) - El Paso County S/D 2, Mr. Bert Kinney and Mr. Ross Estes
Stratton Meadows Elementary - Colorado Springs (Harrison), Mr. Bert Kinney and Mr. Ken Jackson, El Paso County S/D 2
Queen Palmer Elementary - Colorado Springs - El Paso County S/D 11, Ms. Alison Vaughn and Ms. Rosemary Emerick
Wilson Elementary - Colorado Springs - El Paso County S/D 11, Ms. Alison Vaughn & Mr. James Whisler
Pine Valley Elementary - Colorado Springs (Air Academy) - El Paso County S/D 20, Dr. Joan Swing & Mr. Ray Jones
Palmer Lake Elementary - Palmer Lake - El Paso County S/D 38, Dr. Jerry Parsons and Ms. Avis Cook
Falcon Elementary - Peyton - El Paso County S/D 49, Mr. Thomas Fitch
New Castle Elementary - New Castle - Garfield County S/D RE-2, Mr. Jim Phillips & Mr. George Hesse
Esma Lewis Elementary - Rifle - Garfield County S/D RE-2, Ms. Judy Green
Silt Elementary - Silt - Garfield County S/D RE-2, Mr. Roy Moore & Ms. Karen McClung
Mitchell Elementary - Golden - Jefferson County S/D R-1, Mr. Robert McCullough
Thompson Elementary - Arvada - Jefferson County S/D R-1, Mr. Daniel Lewis
Lake County Intermediate - Leadville - Lake County S/D R-1, Mr. Don Anderson
Telluride Public School - Telluride - San Miguel County S/D R-1, Ms. Patti Libby
Frisco Elementary - Frisco - Summit County S/D RE-1, Mr. Les Rank
Eaton Elementary - Eaton - Weld County S/D RE-2, Ms. Diane Lewis Hester
Platte Valley Elementary - Kersey - Weld County S/D RE-7, Ms. Sonia Burron

COLLEGE/UNIVERSITY RESOURCE PEOPLE

(Right to Read Representatives)

Dr. Mildred Bebell, Educational Consultant
Ms. Geraldine Bodkin, Northeastern Junior College, Sterling
Dr. Edith Brochu, Ft. Lewis College, Durango
Dr. Arni Burron, University of Northern Colorado, Greeley
Dr. Don Carline, University of Colorado, Boulder
Dr. Ruth Cline, University of Colorado, Boulder
Dr. Elaine Cohen, Metropolitan State College, Denver
Dr. Bill Curtis, University of Colorado, Colorado Springs
Dr. Phil Di Steffano, University of Colorado, Boulder
Dr. Nick Glaser, University of Northern Colorado, Greeley
Dr. Jeanne Hull, Western State College, Gunnison
Dr. Mary Spence, Educational Consultant
Mr. Gary Stephens, Adams State College, Alamosa
Dr. Ladessa Yuthas, Metropolitan State College, Denver

Our gratitude and appreciation goes to these college and university representatives and educational consultants who have given so generously of their time, energies and expertise to the Colorado Right to Read program. These people have served as partners, advisors and friends to individual local Right to Read Directors, assisting in whatever capacity that was needed in order to make the local Right to Read efforts successful. They have also played a strong role in the planning and carrying out of the state level Right to Read training program.

The combined efforts of these representatives of higher education along with local administrators, teachers, parents and many staff members of the Colorado Department of Education have created a coordination model which is unique in Colorado.

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1978 - 1980 EDUCATIONAL PRIORITIES

AS ADOPTED BY THE COLORADO STATE BOARD OF EDUCATION

IMPROVEMENT OF BASIC SKILLS:

The Colorado Department of Education, through the accountability process and other proven methods, will help schools analyze and improve student skills in reading, writing, speaking, listening and mathematics.

IMPROVEMENT OF DISCIPLINE IN SCHOOLS:

The Department will assist schools to achieve a learning climate for improved student discipline to enhance the learning process.

IMPROVEMENT OF ORGANIZATION AND MANAGEMENT OF EDUCATION:

The Department will assist schools and libraries by coordinating and integrating state, local, and federal programs to strengthen their skills in research, evaluation, and planning, for effective use of financial and human resources.

IMPROVEMENT OF PUBLIC CONFIDENCE IN EDUCATION:

The Department will work with schools to improve public confidence in education through practical means including the state's accountability and accreditation processes and through increased involvement of the total community in the public school system.

IMPROVEMENT OF EQUALITY OF ACCESS TO INFORMATION:

The Department will identify and improve programs which assure equal access to information to help all Colorado citizens meet occupation, educational, and leisure time interests.

IMPROVEMENT OF LEADERSHIP AND STAFF DEVELOPMENT:

The Department will further efforts to strengthen leadership skills of all professional staffs in the Department of Education, schools, boards of cooperative services, and libraries and library systems through increased inservice programs planned and offered cooperatively with higher education and other appropriate organizations.

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